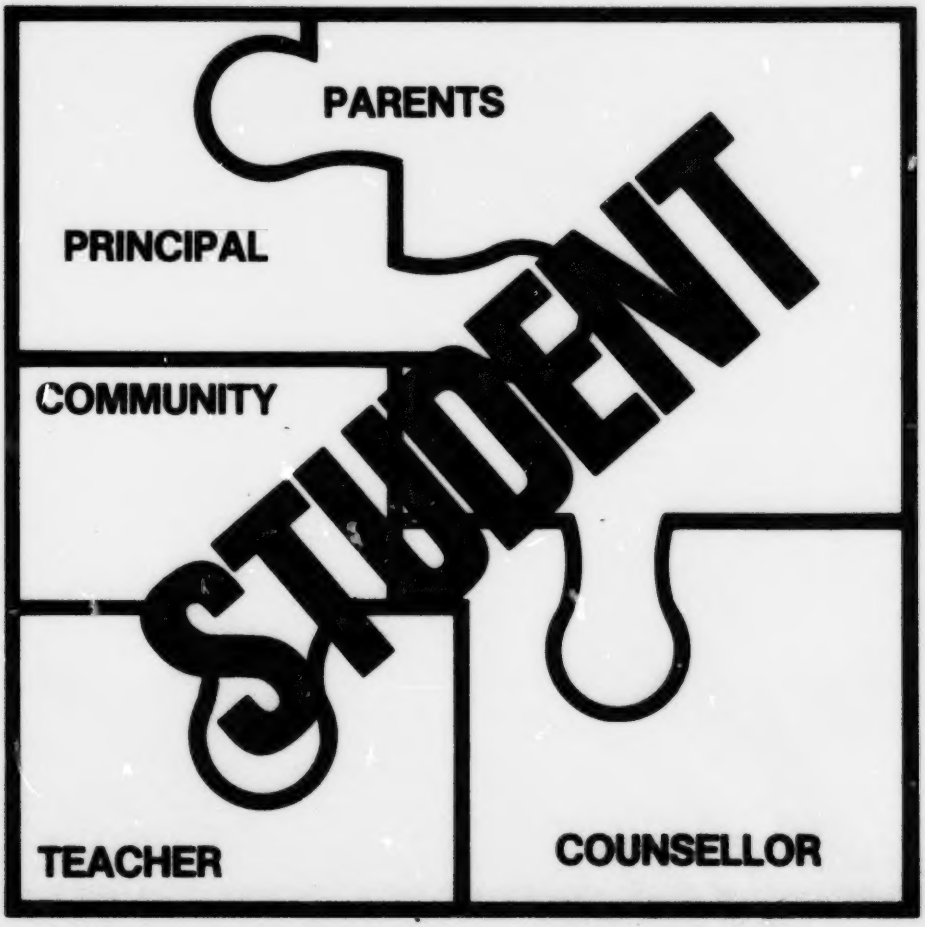
CAREER DEVELOPMENT FOR HEARING IMPAIRED STUDENTS



SPECIAL EDUCATIONAL SERVICES
ALBERTA EDUCATION

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CAREER DEVELOPMENT FOR HEARING IMPAIRED STUDENTS

A Manual For Use By Teachers And Counsellors

1986

1986, Alberta Education, Special Educational Services,
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FOREWORD

This document is intended for the use of teachers and counsellors who will be working with deaf and/or hard-of-hearing students. This interaction may occur in either a regular school classroom or in a segregated setting.

The information contained in this document is not intended to be used for research purposes or to make experts of its readers. Rather, it is intended to provide basic, functional information to teachers and counsellors who have had little or no previous experience in working with persons who have this handicapping condition and are unfamiliar with the terminology which is used or the actual mechanics involved. The wording has been kept simple and easily readable. A Glossary of Terms is included to explain the few technical terms which have been included. A list of Alberta Manpower Career Centres is attached. Every effort has been made to provide the reader with contacts and sources in order to facilitate the acquisition of additional information not contained in this document.

The Career Development For Hearing Impaired Students booklet is produced and printed by the Special Educational Services Branch of Alberta Education, 1986.

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CAREER DEVELOPMENT FOR HEARING IMPAIRED STUDENTS

Part One Introduction

There are nearly as many myths surrounding hearing impairments as there are hearing impaired people in this country. It is difficult, if not impossible, to determine where these myths originated though it seems likely that archaic phrases such as "deaf and dumb" or "deaf mute" have provided fuel for the fire of misinformation.

Fortunately, these phrases are rapidly disappearing from common use to be replaced by words like "hearing impaired" or "deaf"; words that more accurately describe a sensory disability that frequently results in impaired speech and the use of unique forms of communication.

It is a fallacy that hearing impaired individuals are "mute". Depending on the extent of the hearing impairment, most hearing impaired individuals can and do speak, although their speech patterns, tones, and inflections may vary greatly from those of their hearing peers.

Indeed, hearing impaired individuals can and do virtually the same things as everyone else. They drive cars, pay taxes, re-negotiate mortgages and play racquetball. Like their hearing counterparts, the hearing impaired have hopes and aspirations for the future, they worry about inflation and world peace, and they discipline their children and winterize their cars. The primary difference between the two groups is that the hearing impaired live with an invisible disability that can have far-reaching effects because it is so misunderstood. The inability to hear may impact dramatically on language development, particularly for those individuals born with a hearing impairment or for those who lose their hearing through illness or accident in their formative years, before the age of eight.

Hearing impairment is a severe disability but one that can be overcome, especially in the work force. Hearing impaired persons, like their hearing counterparts, bring varying degrees of skills and abilities to their jobs. Unlike their hearing counterparts, however, they are frequently slotted into positions that accommodate their limitations without giving due consideration to their strengths. In the past, hearing impaired people were relegated to jobs far below their educational/vocational training. Today, more and more employers recognize that a hearing impairment may result in a communication barrier but has no relationship with intelligence, strength, talent, and working ability.

Universities and colleges throughout the United States and Canada offer a wide variety of programs for the hearing impaired in recognition of the fact that the barriers that once separated the two groups are rapidly crumbling, to be replaced with mutual respect and understanding.

Increasingly, hearing impaired Albertans are leading the way, demonstrating the strengths, talents and commitment they can bring to employers. Their numbers are many and their career choices diverse; they include researchers, child care workers, librarians, counsellors, teachers, graphic artists, printers, secretaries, upholsterers, entrepreneurs, and lab technicians. They are individuals who have achieved their goals, in some instances, against great odds.

It is important that career counsellors working with hearing impaired students gain an understanding of hearing impairments and their ramifications, in order to effectively guide students in the critical area of career choices.

1.1 Historical Work Status of Hearing Impaired Persons

Historically, many hearing impaired people have been unemployed as a direct result of their hearing loss and the firm belief held by many hearing employers that hearing loss impacts on intelligence, body strength, agility, and ability.

Those hearing impaired individuals who seek and ultimately find employment often work in occupations that are far below their skill levels, have little or no relationship to their educational background or training, and are at the low end of the wage scale. They experience a significantly lower rate of job mobility and are often found working in occupations traditionally held by the hearing impaired, such as shoe making and repair, printing, welding and tailoring. This is despite the fact that these areas of employment are experiencing a sharp decline in their share of the labour market.

When professionally employed, hearing impaired people most often work as teachers and administrators in the provision of educational programs for hearing impaired children.

Fortunately, hearing impaired individuals are gaining experience, exposure of the strengths they bring to employers, and the continuous support of career counsellors who recognize their potential. They are gradually finding their rightful place in the employment market.

1.2 Communication

The method of communication used by hearing impaired individuals is, to a great extent, determined by the degree of the individual's hearing loss. Hard-of-hearing individuals may have impaired but functional hearing and, with the help of a hearing aid, understand most speech. Some individuals have no hearing at all, or such a small amount that they respond only to shrill sounds such as the wail of a siren. Although there are a number of communication alternatives used by the hearing impaired, many with severe

hearing loss use American Sign Language supported by fingerspelling and speech reading to convey information to other hearing impaired individuals. When communicating with the hearing, they frequently use written communications. (A detailed description of communication alternatives can be found in Appendix A of this document.)

Communication barriers between hearing employers and their hearing impaired employees are not difficult to overcome although it does require patience to determine which method(s) of communication will work best to the mutual satisfaction of those involved. Most work related communication and social exchanges within the workplace can be managed with relative ease, based on an awareness of the available modes of communication.

Though most hearing impaired individuals have normal vocal cords, the extent of their hearing loss and the age at which the hearing loss occurred impacts greatly on their ability to use the spoken word with comfort and ease. Many hearing impaired individuals are reluctant to use the speech they have developed for fear of embarrassing themselves or being criticized by others for having unusual speech.

Speech reading, also commonly known as lip reading, is generally used in combination with other forms of communication to both convey and receive information. Although roughly one-third of the hearing impaired population have developed the ability to understand speech by watching word formations on a speaker's lips, its limitations become obvious when one considers that less than 50 percent of the spoken language is visible on the lips.

Manual communication, most commonly known as sign language, uses hand movements that represent words or ideas in combination with fingerspelling which uses a series of hand positions to represent individual letters of the alphabet. In North America, the most common form of sign language is American Sign Language, also known as ASL or Ameslan. ASL is a complete language unto itself, with its own structure and grammar.

Many hearing impaired individuals, especially those with profound hearing loss, use a combination of communication alternatives. Total communication, as the term suggests, is based on the use of sign language, supplemented by body language, facial expression, speech reading, and writing to convey and receive information.

Depending on the extent of the individual's hearing loss and the age of onset (before or after language acquisition), some hearing impaired individuals may have difficulty understanding the words and phrases their hearing peers use in written communications. Conversely, the hearing impaired individual may demonstrate unusual word usage and sentence structure in written communications, similar to that of an individual who has learned English as a second language. Generally, the hearing impaired

person's written language will reflect a tone similar to their spoken communication; it will focus on concrete ideas and concepts and often neglect to use linking words. For example, a hearing impaired person might write: "Bus come time?" rather than "What time will the bus be here?" It is important to note that the unusual syntax is reflective of a language deficiency resulting from the hearing loss and not a reflection of the hearing impaired individual's intelligence.

1.3 Employers' Attitudes Toward Hearing Impairments

Generally speaking, hearing employers have difficulty understanding how hearing impaired individuals can fit into a work environment populated primarily by hearing people. Some fear an additional burden will be put on impaired employees responsible for incoming telephone calls and dealing with the public; others fear a hearing impaired employee could endanger his or her own personal safety or of those around; still others simply feel too uncomfortable about the perceived communication barriers between the employer, the hearing impaired individual, and other staff members.

However, those who have employed hearing impaired individuals in the past or have them on employee rosters today indicate, in most instances, that these problems are overcome with ease. The emphasis on telephone communications has been overstated and impaired employees can, in many instances, deal with the public without difficulty. The issue of safety is becoming a non-issue since evidence points to the fact that hearing impaired individuals are involved in fewer on-the-job accidents than are their hearing peers. Many employers with hearing impaired employees have found their initial concern that a hearing impaired individual's inability to hear and speak might create fragmentation of staff to be completely without foundation; indeed, many say that the interest in and enthusiasm for learning sign language by hearing staff members has created a more cohesive atmosphere in the workplace.

1.4 Communication Aids

Employment opportunities for the hearing impaired have been broadened considerably with the development and accessibility of telecommunication devices. The Telecommunications Device for the Deaf (TDD) is a modification of the telephone which permits hearing impaired people to communicate freely by telephone with others who have a similar device. Both provincial and federal government offices in Alberta provide TDD services that enable hearing and hearing impaired employees to communicate. The Message Relay Centre (MRC), a province wide 24-hour service based in Edmonton, allows hearing impaired individuals virtually the same freedoms the hearing population associates with telephone communications.

Television, films and video tapes, previously unavailable as information/ entertainment sources for the hearing impaired, are now being adapted to sign language or made visible with closed captions generated by a decoding device that enables the hearing impaired person to read the audio portions of programs.

Computerized hearing aids, with electronic message systems built around a microscopic chip, are able to isolate and amplify individual sounds for those with limited hearing loss, once again helping to minimize the communication barriers that once separated the hearing impaired from the hearing population.

The services of skilled sign language interpreters are available at no cost to assist employers for interviews, training, meetings, evaluations, or other job-related functions.

Further information on services for the deaf can be obtained from the Northern Education Response Centre in Edmonton (422-6326) and the Southern Education Response Centre in Calgary.

Part Two Educating The Community

2.1 Achievement Potential Of Hearing Impaired Persons

It is a grave error to assume that a hearing impaired individual's inability to hear or speak in the same manner as most people is reflective of his or her level of intelligence, physical strength, or ability to be a valuable employee. Hearing impaired people are not "dumb" nor are they "mute", although their inability to hear may slightly increase the amount of time they require to master new skills in new settings. For example, hearing children in grade school learn to read and write while their hearing impaired counterparts are still acquiring language and communication modes. To a much lesser extent, the same condition may exist in employment situations though patience and perseverence can result in mutual commitment and multiple benefits to both employer and employee. Sign language interpreters are available for interviews, "on the job" training, and staff meetings. Additionally, employers will find that visual demonstrations of job related tasks are often all the communication required when training hearing impaired employees.

2.2 Working With Hearing Impaired Individuals

Many employers express concern that hearing staff members may react negatively to the presence of a hearing impaired person in the work environment. Indeed, co-workers are generally much less apprehensive and more supportive of the hearing impaired colleagues than employers initially believe possible. A recent survey indicated that hearing employees felt that their hearing impaired co-workers show more strength in terms of concentration and the serious attitude they bring to the application of job tasks. However, these same hearing impaired individuals frequently had difficulty understanding the social customs, mores, and behaviours appropriate to the workplace, undoubtedly as a result of their limited social experiences during their formative years. Generally, hearing impaired employees adopt suitable social behaviour once expectations are clear to them.

2.3 Resources For Hearing Impaired Individuals

There is a comprehensive network of agencies, service/support groups, and resources available to the hearing impaired individuals and to their prospective employers. Some of the groups, like Distinctive Employment Counselling Services of Alberta (DECSA), cater to the employment needs of hearing impaired people and, in collaboration with Alberta Advanced Education, have compiled a book called Let Your Fingers Do the Talking. This publication, available at no cost to employers with hearing impaired employees, explains and demonstrates job related rudimentary communication an employer with a hearing impaired employee would find useful. In

southern Alberta, the Calgary based operation, Creative Employment Services, offers employment services similar to those provided through DECSA.

Other agencies throughout the province provide information pertaining to educational, social and cultural services. The Association for the Hearing Handicapped in Edmonton has compiled and published a handbook entitled Resources for the Hearing Impaired, available to hearing impaired persons, their families, friends, schools, physicians, employers, and others interested in this area. Additionally, the Southern Alberta Deaf Centre in Calgary may be contacted for a complete list of services and resources available in their region. The Alberta Education Response Centres and Regional Offices of Education are valuable sources of information regarding hearing impairment.

Southern Alberta Deaf Centre
63 Cornell Road N.W.
Calgary, Alberta
T2L 0L9
(282-1201) (TDD 282-9494)

Grande Prairie Regional Office
5th Floor Nordic Court
10014 - 99 Street
Grande Prairie, Alberta
T8V 3N4
(538-5130)

Edmonton Regional Office
8th Floor Harley Court
10045 - 111 Street
Edmonton, Alberta
T5K 1K4
(427-2952)

Calgary Regional Office
Room 1202, Rocky Mountain Plaza
615 MacLeod Trail S.E.
Calgary, Alberta
T2G 4T8
(297-6353)

Lethbridge Regional Office
Provincial Building
200 - 5 Avenue South
Lethbridge, Alberta
T1J 4C7
(381-5243)

Red Deer Regional Office
3rd Floor West
Provincial Building
4920 - 51 Street
Red Deer, Alberta
T4N 6K8
(340-5262)

Part Three Career Planning

3.1 Vocational Aptitude Tests

Undeniably, vocational aptitude tests are useful tools that help to simplify the identification of vocational objectives and future directions. Counsellors must be aware of a number of special circumstances they should consider when using such tests with hearing impaired students.

The tests must be selected and administered in accordance with the individual's specific communication skills and levels of achievement. Just as it would be unreasonable to anticipate definitive test results when using material written in English with a new immigrant who has not yet mastered the language, so may it be inappropriate to expect clear results when testing hearing impaired individuals.

Career counsellors are cautioned to be adaptive and creative when administering vocational aptitude tests to hearing impaired individuals. They should begin the process by determining what information is being sought by the test and select the test accordingly. Those hearing impaired students with weak language development may find the vocabulary of some vocational aptitude tests too sophisticated, the terminology unfamiliar, and the imposed time limits too restrictive.

Depending on the situation and the individual needs of the person with the hearing impairment, the services of a sign language interpreter or the use of a computer may be of great assistance in vocational aptitude testing. When assessing test results, counsellors must remember that though the tests may accurately identify the vocational strengths and weaknesses of the person tested, the actual indicated ability level may not have been clearly determined because of the inherent communication limitations between counsellor and client.

3.2 Vocational Interest Tests

The most important factor to be considered when administering vocational interest tests, particularly inventory tests, is the likelihood of hearing impaired clients responding to questions on the basis of what may be a limited knowledge of career choices. The identification of the vast number of occupation/career choices may be outside the realm of information the hearing impaired individual has acquired. For example, while a hearing impaired individual would be familiar with the role of an engineer, he or she might be unaware of the potential for specialization within the profession. It is also important to remember that the terms used to describe employment positions may not be a part of the hearing impaired individual's vocabulary. Test administration may require the inclusion of an explanation of occupations and career choices to ensure that both client and

counsellor are using the same terms of reference. Again, counsellors are urged to be adaptive and creative in the administration of vocational interest tests.

More comprehensive results may be obtained through tests such as "Self Directed Search" and "Key-Sort" or the career based computer program "Choices", designed specifically for career exploration. Counsellors using "Choices" or similar computer programs should ensure that the hearing impaired student is familiar and comfortable with the technical requirements of the program and provide assistance when necessary.

3.3 Academic/Vocational Planning

In addition to being aware of the requirements, skills, and training demanded for specific occupations and careers, counsellors must assess the communication skills level and/or expressive speech level of hearing impaired students before determining a course of action. Students should be encouraged to explore career alternatives extensively before making decisions about their employment futures. On-site visits, direct conversations with those working in the area of expressed interest, and self-identification of some of the negative as well as positive aspects of the career choice should be encouraged.

Counsellors working with hearing impaired students to develop an academic/vocational plan should not exclude any alternative simply because the occupation/career requires the ability to hear and speak. The process should begin by determining needs and job preferences. One technique that may be effective is to have the student list employment areas of particular interest. Based on the information provided, the counsellor may suggest other related areas that the student may not be aware of but might be interested in knowing more about. After assessing with the counsellor the skills and training required for preferred interest areas, the hearing impaired student should decide which area is best suited to his or her individual skills, abilities, and aspirations.

3.4 Career Research

There are six basic steps counsellors and hearing impaired students should follow when investigating occupation/career possibilities. Based on the development of good decision making skills, students should be encouraged to:

1. Plan.
2. Assess their own abilities, interests, values, and personality.
3. Relate this personal assessment to vocational requirements.
4. Select one alternative.
5. Test the decision.
6. Evaluate the results of the decision.

As part of the decision making process, hearing impaired students should be encouraged to visit work settings related to their expressed areas of interest to determine, first hand, the realities of working in those areas. Extensive research will not only help individuals develop a greater knowledge of choices but will enable them to determine if any preparatory action should be taken in advance. This form of action will ultimately enhance hearing impaired students' abilities to function successfully and competitively in the work force.

Should a student find that an occupation or career choice must be ruled out, counsellor and student together should explore the reasons for the elimination before beginning to investigate other possibilities in related fields.

3.5 Career Computer

Computer assisted career information and exploration programs allow students to respond to questions pertaining to interests, aptitudes and desires in relation to preferred career objectives. The use of such programs may be suitable with some hearing impaired students but only after the counsellor has provided the student with sufficient background information on not only the scope of career opportunities but on the efficient operation of the equipment required to use the program. Three such programs are listed.

1. Choices

Under the direction of Phil Jarvis, this program was initially designed and developed in 1976 for the Canada Employment and Immigration Commission (C.E.I.C.). The marketing and future development of Choices is now under franchise to Canada Systems Group (C.S.G.). Further information can be obtained by contacting the Alberta agency listed below.

Educom
8422 - 109 Street
Edmonton, Alberta
T6G 1E2 (403) 439-7447

2. Career Factory

This is an interactive microcomputer assisted career guidance system developed in 1981 by Bruce Akitt, president of Chautauqua Computer Systems in High River, Alberta. It was originally developed to provide a career guidance service to schools in rural areas where the cost of

tying into a mainframe unit would have been prohibitive. Its function and scope is very similar to the Choices program. Further information can be obtained by contacting Mr. Bruce Akitt at the following address.

Chautauqua Computer Systems
Box 1161
High River, Alberta
T0L 1B0 (403) 652-7575

3. **Personal Career Directions**

This program is used extensively in British Columbia, and the design and format lends itself for use with the hearing impaired. Further information can be obtained by contacting the Edmonton representative at (403) 435-0348 or the parent firm indicated below.

Software Research Corporation
3939 Quadra Street
Victoria, British Columbia
V8X 1J5 (604) 727-3744

Part Four Developing Job Seeking and Selection Skills

4.1 Building Confidence and Social Skills

In order to assist hearing impaired students to realize their employment potential, they must be made aware of successful hearing impaired adults who have established careers ranging from carpentry to optometry. In Alberta, there are many researchers, teacher's aides, graphic artists, lab technicians and other successful adults with hearing impairments. These individuals provide strong role models for hearing impaired students.

Many hearing impaired students have low career aspirations and self-images. They have allowed their sensory limitations and the public's response to those limitations to undermine their strong points. Counsellors can be very valuable in assisting such students to develop self-confidence and achievement motivation through individual counselling sessions and/or structured group-oriented career and personal development activities. Career days attended by successful hearing impaired adults and field trips to employment settings that demonstrate the integration of the hearing impaired with their hearing counterparts are but two ways in which counsellors may assist students in the development of achievement motivation.

Structured experiences will also enable students to develop the necessary interpersonal skills that are critical to employment success. It is important for counsellors to consider that the greatest barrier most hearing impaired individuals experience in their growth, development and search for success is not related to the attitudes of others, but relates to their own attitudes about themselves.

Hearing impaired students have the same needs as the general population; counsellors need not be experts on hearing impairments in order to work effectively with them, though they must be resourceful in their approach, creative in their presentation, and aware of the availability of relevant community agencies and resources.

4.2 Job Searching

Perhaps the biggest hurdle for hearing impaired students entering the job market is the first interview with a prospective employer. Many applicants have difficulties completing application forms, taking standardized tests, developing resumes, dressing appropriately, or even arriving at the appointed hour of the interview. As a result, the hearing impaired student's self-sufficiency and reliability may be called to question from the very beginning.

The Job Search Information Guide, distributed in summer 1986 by the Special Educational Services Branch, Alberta Education, will provide much assistance in this area.

Counsellors can help students overcome the hurdles of job search through practice exercises, role playing, and other simulation techniques such as staging an interview situation or video taping the exercise and critiquing the results together. Students also may benefit by attending an employment readiness training program, available through Alberta Manpower Career Centres. These sessions focus on preparing resumes, interview techniques and encouraging hearing impaired students to understand and communicate their own strengths and weaknesses. Additionally, they are taught well-planned persuasion, which may be necessary to overcome a potential employer's hesitancies. A list of Alberta Manpower Career Centres is included at the end of this document.

4.3 College and Career Programs

Gallaudet College and the National Institute for the Deaf compile and publish a handbook entitled College and Career Programs for Deaf Students. The publication is directed primarily toward hearing impaired students in junior and senior high school programs. It offers a question and answer section as well as a breakdown of the post secondary educational options available to hearing impaired students throughout North America. Additionally, the directory includes information pertaining to support services available to students enrolled in the programs.

The directory includes a description of six facilities which offer a wide variety of programs available for hearing impaired students in various regions in Canada. A new program, unique to the western region of Canada is also available.

1. Alberta College, Edmonton, Alberta.
2. Alberta Vocational Centre, Calgary, Alberta.
3. Atlantic Technological Vocational Centre, Amherst, Nova Scotia.
4. George Brown College of Applied Arts and Technology, Toronto, Ontario.
5. Red River Community College, Winnipeg, Manitoba.
6. Vancouver Community College (King Edward Campus) Vancouver, British Columbia.
7. Western Canadian Centre of Specialization in Deafness, University of Alberta, Edmonton, Alberta.

4.4 Support Service for Career Conferences

To enable hearing impaired students to attend and participate in career conferences, a few minor modifications, arranged in advance, may be required. Counsellors, in consultation with the hearing impaired student, will be able to identify if special support services will be required and may arrange for the services of a fully proficient sign language interpreter. Qualified interpreters able to interpret films (a small light is focused on the interpreter standing next to the screen) and video tapes

(if captioned versions are unavailable) will greatly minimize any communication difficulties.

In addition, summary scripts of all visual material should be made available to hearing impaired students, if possible.

Note-taking services, provided by a hearing counterpart, also may be arranged to more readily accommodate hearing impaired students.

Conference leaders may arrange for additional and specialized handout materials to be made available to hearing impaired students.

Part Five Conclusion

Vocational guidance for hearing impaired students may present new professional challenges to counsellors, who initially may be somewhat apprehensive in view of the communication barrier they perceive may exist between them and the student. However, skilled professionals will find ample opportunity to assist, both directly and indirectly, in expanding the student's awareness of employment opportunities. The counsellor's knowledge and understanding about hearing impairments will help reduce many of the commonly held misconceptions surrounding the disability, and will assist students to develop other skills not usually related to employment. Additionally, counsellors have the opportunity to expand their own professional horizons in working with the hearing impaired.

ALBERTA CAREER CENTRES

Program/Service Description:

The mandate of the Alberta Career Centres, administered by Alberta Manpower, is to make career information and counselling readily available. These services are available to all Albertans, including persons with disabilities. While many of the services of the Career Centres are delivered on a group basis, persons may receive individual assistance in the areas of career planning, access to education/training resources, and referral services. If an individual's disability precludes their access to an Alberta Career Centre office, a counsellor will meet at some other suitable location.

The program serves the province through fifteen offices.

Eligibility Criteria:

All adult Albertans are eligible for the services of Alberta Career Centres.

Contact Person:

Phone or write a career counsellor at the nearest Alberta Career Centre.

Bonnyville:
Box 1798
101 Administration Building
5008 - 50 Avenue
Bonnyville, Alberta
T0A 0L0
Phone: 826-4175

Calgary:
2nd Floor
805 - 95 Street, S.W.
Calgary, Alberta
T2P 2Y6
Phone: 297-6347

Camrose:
B110 Provincial Building
4867 - 50 Street
Camrose, Alberta
T4V 1P6
Phone: 679-1275

Edmonton:	101 Sun Building 10363 - 108 Street Edmonton, Alberta T5J 1L8 Phone: 427-5659
Fort McMurray	7th Floor, West Tower Jubilee Centre 9915 - Franklin Avenue Fort McMurray, Alberta T9H 2K4 Phone: 743-7207
Grande Prairie:	Room 1201 Provincial Building 10320 - 99 Street Grande Prairie, Alberta T8V 6J4 Phone: 539-5348
High Level:	2nd Floor Provincial Building High Level, Alberta T0H 1Z0 Phone: 926-2661
Hinton:	Promway Building 112 McLeod Avenue Hinton, Alberta T0E 1B0 Phone: 865-3361
Lethbridge:	400 Professional Building 740 - 4 Avenue South Bag Service 3014 Lethbridge, Alberta T1J 4C7 Phone: 384-5444
Lloydminster:	Resource Service Centre 5704 - 44 Street Lloydminster, Alberta T9V 0M3 Phone: 875-5506

Medicine Hat:	302 Provincial Building 770 - 6 Street, S.W. Medicine Hat, Alberta T1A 4J6 Phone: 529-3683
Peace River:	3rd Floor, Provincial Building P.O. Box 2, Bag 900 Kit's Building 10016 - 101 Street Peace River, Alberta T0H 2X0 Phone: 624-6211
Pincher Creek:	226 Provincial Building 782 Main Street, Box 2138 Pincher Creek, Alberta T0K 1W0 Phone: 627-3922
Red Deer:	3rd Floor, West Provincial Building 4920 - 51 Street Red Deer, Alberta T4N 6K8 Phone: 340-5353
St. Paul:	Box 1989 100 Melenchuk's Mall St. Paul, Alberta T0A 3A0 Phone: 645-6383
Edmonton: (Head Office)	Manager Alberta Career Centres 16th Floor, Park Square 10001 Bellamy Hill Edmonton, Alberta T5J 3W5 Phone: 427-4735

APPENDIX A: GLOSSARY OF TERMS RELATING TO STUDENTS WITH HEARING IMPAIRMENTS

TERMS RELATED TO HEARING IMPAIRMENTS

Adventitiously Deaf (postlingually) - A child or adult who loses hearing through illness or accident after normal language and speech patterns have been established.

Air Conduction - The process by which sound is conducted to the inner ear through the air in the outer ear canal, causing vibrations in the ear drum (tympanic membrane) and ossicles (bones in the middle ear) to make fluids in the cochlea receive the vibrations, stimulating the auditory nerve.

Audiogram - A graph that provides a visual depiction of the range of hearing; levels are recorded in decibels (loudness) for each frequency (pitch) tested.

Audiology - A profession that involves the science of hearing and the measurement of hearing responses.

Audiologist - An individual, qualified in the area of audiology, able to determine hearing levels, test auditory skills and make recommendations concerning the use of a hearing aid and training.

Audiometer - An instrument used to determine hearing sensitivity and test auditory skills.

Bilateral Hearing Loss - Hearing loss that affects both ears.

Bone Conduction - The process by which sound is conducted to the inner ear through the cranial (head) bones.

Communication Approaches - The alternative methods and modes of communication available to hearing impaired children and their families, generally selected on the basis of educational goals and the child's functional communication ability. The alternatives include: Auditory Approach, Auditory-Oral Approach, Cued Speech, Oral Approach, and Total Communication. A detailed explanation of each approach is available at the end of this section.

Conductive Hearing Loss - Reduced hearing resulting from the outer and/or middle ear's inability to adequately allow sound to enter the inner ear. This type of hearing loss is generally related to a correctable medical condition.

Congenital Hearing Loss - (prelingually) A hearing impairment which exists at the time of birth.

Deafness - There is no commonly accepted definition of "deafness"; hearing impairments tend to be categorized by degree of hearing loss and, to a lesser extent, by the mode of communication used by the individual with the hearing impairment. Educators lean toward a definition that considers the functional level of the student while medical and audiological specialists base their definitions on the results of technical auditory examination and testing procedures.

Ear, Nose and Throat (ENT) Specialist - A medical doctor who specializes in diagnosis and treatment of ear, nose and throat conditions.

Hearing Impairment - The term hearing impairment is widely applied to virtually any degree of hearing loss. Often the term is viewed as interchangeable with deafness, though generally speaking a deaf student is one whose hearing loss precludes an understanding of speech through audition alone, with or without a hearing aid. A hard-of-hearing student is generally viewed as one whose hearing is sufficiently impaired to make difficult, but not impossible, an understanding of speech through audition alone with the use of hearing aids. A prelingual hearing impairment is present at birth or occurs prior to speech and language development. A postlingual hearing impairment occurs after the spontaneous acquisition of speech and language. To a great extent, the quality of a hearing impaired individual's speech is determined by the degree of his or her hearing impairment.

Interpreter/Tutor - Through the use of sign language, an interpreter transmits spoken communication to the hearing impaired student and reverses the process by verbalizing the hearing impaired student's responses to hearing individuals. Educational interpreting may extend somewhat beyond the traditional role of the interpreter, who may take a tutorial role, assisting the hearing impaired student with educational assignments outside the classroom setting.

Itinerant Teacher - A visiting teacher who provides tutoring, resources, and information for the integrated hearing impaired student; the itinerant teacher works in consultation with school personnel and parents of the hearing impaired student.

Mixed Hearing Loss - A combined conductive and sensorineural hearing loss.

Sensorineural Hearing Loss - A type of hearing loss caused by damage to the cochlea (sensory portion) and/or auditory (neural) nerve of the inner ear. Although this damage may involve the cochlea, nerve or both, this form of hearing loss is often referred to as nerve deafness.

Speech Audiometry - A means of testing a hearing impaired individual's detection and understanding of speech.

Speech Clinician - A professional who assesses, diagnoses and remediates communicative disorders involving expressive and receptive language skills.

Speech Reading - Frequently referred to as lip reading, speech reading is the developed ability to read speech patterns. This technique includes the use of non-verbal clues, such as facial expression, body language, and gestures that individuals use to reinforce their spoken communications.

Teacher Of The Deaf (Or Hearing Impaired) - A hearing or hearing impaired teacher who has specialized in the provision of educational programs for students with hearing impairments.

Threshold - The minimum stimulus required to produce the detection or reception of a given sound.

Unilateral Hearing Loss - A hearing impairment that affects only one ear.

COMMUNICATION

Auditory Approach - This communication approach is used with many hearing impaired children, regardless of the extent of their hearing loss. It is based on the premise that hearing impaired children can learn to listen; to hear, and to develop speech and language by means of the auditory channel. The primary objective of this approach is to integrate auditory skills in the total personality of the hearing impaired child. The emphasis is on maximizing the child's residual hearing without the use of visual cues.

Auditory-Oral Approach - A combination of the auditory approach described above and the oral approach, described later in this section.

Cued Speech - Cued speech is visual representation of the spoken language, illustrating to the hearing impaired child the sounds that can't be heard. Dependent on the use of eight hand shapes that represent consonant sounds and four positions that represent vowels, the student must use the information provided by the shape of the hand, the position of the hand in relation to the face, and the shape formed by the speaker's lips to receive the information.

Oral Approach - As the term suggests, the emphasis on this communication approach is placed on audition, speech reading, and talking. There is an expectation that hearing impaired children will learn to talk and understand the spoken word through extensive oral training.

Total Communication - This system of communication places emphasis on all forms of appropriate approaches to oral, manual (sign language) and auditory training. The primary objective is to equip the hearing impaired individual with as many alternatives as possible to communicate effectively with and among hearing and hearing impaired individuals.